**Career Academy Integrated Unit Plan**

**Academy of Entertainment and Sports Marketing** **New Smyrna Beach High School**

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| **Let’s Read Marketing Campaign** |
| Courses to integrate:  English I/ I Honors and Marketing Essentials |
| Grade Level: 9th |
| Timeline & Duration: 1st & 2nd Quarter, 9 weeks |

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| Unit Summary:  Our focus for this unit is to use the freshmen in our academy to help promote reading and reading strategies throughout the school and community. Students will use the principles of marketing to help create a marketing campaign in their Marketing Essentials class while they learn specific reading strategies and books to recommend in their English class. |

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| **Overview of Activities/Lessons per Course** | |
| **Marketing Essentials** | **English I/ English I Honors** |
| Elements in a successful marketing campaign | Importance of Reading/ Data/Independent Reading |
| Let’s Read campaign marketing materials creation | Reading Strategies/ LLCCC/ Active Reading |
| Campaign Implementation | Let’s Read campaign proposals |
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**Lesson Instructions for English I/ English I Honors**

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| **Lesson Title:** Importance of Reading/ Independent Reading Assignment |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards:** LA.910.1.6.3 interpret the meaning of text based on context clues, LA.910.1.7.3 determine stated or implied main idea and identifying relevant details, LA.910.1.7.2 determine author’s purpose and point of view and their effects on text, LA.910.2.2.1 make and confirm inference from what is read, including interpreting diagrams, graphs, and statistical illustrations, LA.910.1.7.5 identify devices of persuasion and methods of appeal and their effectiveness, LA.910.1.7.4 recognize cause and effect, LA.910.1.7.7 recognize the use of comparison and contrast in a text, LA.910.2.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions, LA.910.2.2.3 & 4 locate, gather, analyze, and evaluate written information for a variety of purposes, LA.910.6.2.1 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, LA.910.6.2.2 analyze the validity and reliability of primary source information and using the information appropriately, LA.910.6.2.2 synthesize information from multiple sources to draw conclusions  **Rigor & Relevance (quadrant): C** |
| **Instructions to Teacher:**   1. Before students can promote the importance of reading to others, they need to have a foundational knowledge about why reading is important. Step 1 is to present the data and statistics about independent reading and why it improves test scores and grades in school. That needs to be tied in with data about how higher test scores and better grades in school leads to scholarships and higher paying jobs so that students can see the financial impact of reading. 2. Have students complete a reading survey that asks them for information about their reading habits and interests in order to develop the metacognition needed to become better readers. 3. Present the independent reading assignment to students 4. Visit the media center for book talks from the media specialist and to check out books 5. Provide students with time to read independently |
| **Instructions to Students:**   1. Complete independent reading survey 2) Take notes on data about the importance of reading 3) Analyze data and financial impact of decisions they are making now 4) Visit the media center with the class 5) Check out a book for the independent reading assignment 6) Read and keep a reading log |
| **Instructions for Student Accommodations:**   1. Help students find books that are the appropriate reading level for them |
| **Assessment for Activity:**   1. Reading log 2. Reading responses 3. Improved FCAT scores |
| **Approximate Length of Time for Activity:** 1 period for reading survey and data, 1 period for media center, 1 day per week for independent reading |
| **Materials Needed:** school ID to check out books |
| **Resources Needed:** none |
| Attachments: none |

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| **Lesson Title:** Reading Strategies/ LLCCC/ Active Reading |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards:** LA.910.1.6.3 interpret the meaning of text based on context clues, LA.910.1.7.3 determine stated or implied main idea and identifying relevant details, LA.910.1.7.2 determine author’s purpose and point of view and their effects on text, LA.910.2.2.1 make and confirm inference from what is read, including interpreting diagrams, graphs, and statistical illustrations, LA.910.1.7.5 identify devices of persuasion and methods of appeal and their effectiveness, LA.910.1.7.4 recognize cause and effect, LA.910.1.7.7 recognize the use of comparison and contrast in a text, LA.910.2.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions, LA.910.2.2.3 & 4 locate, gather, analyze, and evaluate written information for a variety of purposes, LA.910.6.2.1 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, LA.910.6.2.2 analyze the validity and reliability of primary source information and using the information appropriately, LA.910.6.2.2 synthesize information from multiple sources to draw conclusions  **Rigor & Relevance (quadrant): C** |
| **Instructions to Teacher:**   1. Once you have worked to help every student get connected with at least one book to read independently, you can start pulling in some strategies for reading more challenging texts like they will encounter on standardized tests. Students need to be taught that they read materials differently depending upon their purpose as a reader. Complete an activity where you present samples from different types of text so that students can practice different reading strategies. 2. Have students work with a partner or small group to start filling in the K & W parts of a KWL for reading. Ask them to include everything they know about test taking strategies that would help them with a difficult reading passage. This leads into a class discussion about ways to approach a difficult text. 3. Conduct a lesson on active reading strategies and LLCCC where you teach students to preview, annotate and review difficult texts. 4. Practice implementing the active reading strategies. |
| **Instructions to Students:**   1. Practice different reading strategies with different types of text provided by the teacher. 2. Work with a group to complete a KWL for reading strategies. 3. Participate in a class discussion about reading strategies. 4. Take notes on new strategies 5. Practice active reading strategies |
| **Instructions for Student Accommodations:**   1. Extended time as needed |
| **Assessment for Activity:**  1) Student KWL & active reading practice will be turned in |
| **Approximate Length of Time for Activity:** one 85 minute block or two 45 minute periods |
| **Materials Needed:** paper, pen or pencil, access to the Internet for research as needed |
| **Resources Needed:** reading passages for practice |
| Attachments: none |

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| **Lesson Title:** Let’s Read Campaign Proposals |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards:** LA.910.1.6.3 interpret the meaning of text based on context clues, LA.910.1.7.3 determine stated or implied main idea and identifying relevant details, LA.910.1.7.2 determine author’s purpose and point of view and their effects on text, LA.910.2.2.1 make and confirm inference from what is read, including interpreting diagrams, graphs, and statistical illustrations, LA.910.1.7.5 identify devices of persuasion and methods of appeal and their effectiveness, LA.910.1.7.4 recognize cause and effect, LA.910.1.7.7 recognize the use of comparison and contrast in a text, LA.910.2.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions, LA.910.2.2.3 & 4 locate, gather, analyze, and evaluate written information for a variety of purposes, LA.910.6.2.1 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, LA.910.6.2.2 analyze the validity and reliability of primary source information and using the information appropriately, LA.910.6.2.2 synthesize information from multiple sources to draw conclusions  **Rigor & Relevance (quadrant):** D Quadrant |
| **Instructions to Teacher:**  1) Once students have a firm foundation in the importance of reading and are well versed in various active reading strategies, they begin brainstorming in small groups all of the information that would be needed to implement a reading campaign. Students research facts and data to support their campaign and create a powerpoint presentation with key data and information that they would include in the campaign. 2) Students present the proposal to the class and receive feedback from the teacher and their peers before taking the proposal to marketing to implement. |
| **Instructions to Students:**  1) Work with your small group to create a proposal for a full campaign to promote reading and reading strategies in the school and the community. Your proposal must include a plan for posters for the school, posters for the community, radio advertisements, in-school TV commercials, and one extra activity such as a community-wide book club or a reading pep rally. |
| **Instructions for Student Accommodations:**  1) Extended Time |
| **Assessment for Activity:**  1) The proposals will be turned in. |
| **Approximate Length of Time for Activity:** 3-5 class periods for students to work |
| **Materials Needed:** paper, pen or pencil, computer access with powerpoint |
| **Resources Needed:** none |
| Attachments: none |

**Lesson Instructions for Entertainment and Sports Marketing**

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| **Lesson Title** – Elements of a Marketing Campaign |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):**  **Rigor & Relevance (quadrant):** |
| **Instructions to Teacher:**   1. Students will be instructed in the fundamentals of a successful marketing campaign |
| **Instructions to Students:** Students will be instructed to research the elements of a successful marketing campaign. There will be an assigned reading with the LLCCC reading strategy implemented. This reading assignment will provide the outline on how to create a marketing campaign. |
| **Instructions for Student Accommodations:** 1) Extended time provided as needed |
| **Assessment for Activity:** Student summary of LLCCC |
| **Approximate Length of Time for Activity:** One 85 minute block or two 45 minute periods |
| **Materials Needed:** Applications, computers, internet, newspapers, English letter, and Multiple Intelligence Test. |
| **Resources Needed:** |
| Attachments: none |

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| **Lesson Title –** Creation of Let’s Read Marketing Campaign Materials |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):**  **Rigor & Relevance (quadrant):** |
| **Instructions to Teacher:**   1. Upon completion of the campaign brainstorming in English, students will bring their proposals (with English teacher feedback) to marketing to being creating the posters and other campaign materials. Students in each period will look at the initial proposals and break into groups based upon which proposal they want to work on. The proposals will be competing with each other with only one campaign ultimately winning the project and being implemented in the school and community. They will take their brainstorm and turn it into a fully implementable marketing campaign to promote reading in the school and the community that includes the following: posters for the school, posters for the community, radio advertisements, in-school TV commercials, and one extra activity such as a community-wide book club or a reading pep rally. |
| **Instructions to Students:** |
| **Instructions for Student Accommodations:** |
| **Assessment for Activity:** Rubric for Presentation on Marketing Campaign |
| **Approximate Length of Time for Activity:** 2 weeks |
| **Materials Needed:** Computers, Adobe Suit, Microsoft Office, Powerpoint, rubrics, exit surveys, typical interview questions |
| **Resources Needed:** |
| Attachments: None |

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| **Lesson Title –** Implementation of the Winning Campaign |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):**  **Rigor & Relevance (quadrant):** |
| **Instructions to Teacher:**   1. Student groups will present their final campaign proposals. A winning campaign will be selected by a committee of judges to include members of the community as well as teachers and peers. 2) The winning campaign will have more materials created by the class before being fully implemented. |
| **Instructions to Students:** |
| **Instructions for Student Accommodations:** |
| **Assessment for Activity:** Rubric for the final presentation graded by the judges. |
| **Approximate Length of Time for Activity:** 1-2 class periods |
| **Materials Needed:** Computers, Adobe Suit, Microsoft Office, Powerpoint, rubrics, exit surveys, typical interview questions |
| **Resources Needed:** None |
| Attachments: None |